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ABSTRACT

This annotated bibliography lists sources which attempt to define the boundaries of visual literacy and the possible relationship between the development of visual skills and verbal skills, particularly with regard to reading. The contents are divided into four sections: (1) references on nonverbal communication; (2) general reading on visual literacy; (3) research and program development; and (4) special information resources. Listings are alphabetical according to author, and each includes title, publisher, date of publication, and a brief description of contents. (EMH)

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VISUAL LITERACY AND READING:

AN ANNOTATED BIBLIOGRAPHY

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VISUAL LITERACY AND READING:

AN ANNOTATED BIBLIOGRAPHY

INTRODUCTION

Current interest in redefining and expanding the boundaries of literacy has coupled with the media explosion of the last few decades to spawn a new area of educational concern--that of visual literacy. Advocates for the inclusion of visual literacy programs in the school curriculum have emerged from two sectors of the educational spectrum:

1. Those concerned with the political implications of media control, persuasion and surveillance
2. Those involved with the traditional literacies that schools have attempted to develop--the reading theorist, researcher and practicioner.

Recent trends in psycholinguistics and developmental reading theory have emphasized reading as a constructive language activity based on prior cognitive/linguistic skills. Since the processing of non-verbal statements is experientially prior to the reading of verbal statements, questions of transfer or enhancement of skills are emerging as significant issues in reading research.

This bibliography, then, will be addressed to the latter of the two groups noted above. It will attempt to present those sources which would provide the reader with a rough

sketch of the boundaries of visual literacy and the possible relationship between the development of visual and verbal skills, particularly reading. It will not include references concerned solely with the development of media-awareness programs which have been admirably documented in publications devoted to audiovisual development.

The contents will be divided into four sections:

1. References on non-verbal communication
2. General readings on visual literacy
3. Research and program development
4. Special information resources

The subheading of "Visual perception and its relation to reading," an integral question in an investigation of visual literacy, will be omitted because it has been clearly referenced in another bibliography. (see Visual Perception and Its Relation to Reading by Magdalen D. Vernon). A few references to this question will be found in section 3.

NON-VERBAL COMMUNICATION

The existence of non-verbal communication is no longer questioned. Not one but many visual languages exist and have been examined. The references in this section fall under two general headings, those that are descriptive and those that attempt to deal with the "grammar" of visual statements.

1. Descriptive sources

BIRDWHISTELL, ROY L. Kinesics and Context. Philadelphia: University of Pennsylvania Press, 1970.

Essays on body motion and body language as manifestations of the inner need to communicate.

BOWER, T.G.R "The Visual World of Infants." Scientific American, 215:6(Dec. 1966), pp. 80-92.

Delineates the many forms of pre-verbal communication utilized by infants.

RUESCH , JURGEN JR. AND KEES, WELDON. Nonverbal Communication. Berkeley: University of California Press, 1956.

One of the earliest books on this topic, the authors made distinctions between types of non-verbal communication which have formed the basis for later works. They distinguish body language from other forms such as object language and sign language.

TOMKINS, W. Indian Sign Language. New York:Dover Press, 1969.

A history of sign language in literate and non-literate cultures. Emphasizes that such languages were not localized but spanned geographical, tribal and linguistic barriers.

TURBAYNE, COLIN. The Myth of Metaphor. New Haven:Yale Press, 1962.

A philosophical inquiry into ordinary and visual language. Emphasizes the ways in which vision and audition deal with symbolic representations of reality.

2. Visual grammar

ARNHEIM, RUDOLPH. Visual Thinking. Berkely:University of California Press, 1971.

Examines visual language in some of the same ways in which linguists look at verbal language--e.g. the notion of superimposition suggesting transparency in art as analogous to deep and surface structure in a verbal statement.

BARBER, E.J.W. "The Formal Economy of Written Signs." Visible Language, 7:2; pp. 155-66.

Examines the history of writing systems noting that ancient scripts have developed from visual pictorial signs rather than from abstract marks.

CHEN, YIH WEN. "Design Features of Visual Symbols." Audiovisual Instruction, 17:5(May, 1972) pp. 22-24.

States the necessity for acquiring special perceptual skills for interpreting visual statements and suggests ways to begin analyzing the distincitve features of the components of such statements.

GOMBRICH, E.H. Art and Illusion. Princeton:Princeton Press, 1960.

_____ "Illusion and Visual Deadlock." Meditations on a Hobby Horse and Other Essays. New York:Phaidon Press, 1963.

Both of the above sources suggest ways in which "reading" a picture may be similar to reading prose. These are only two of the many fascinating works by this author which suggest an approach similar to the "information processing" models of the reading process.

HOFFMAN, WILLIAM E. "Vision, Sign and Inference." Visible Language, 7:4(1973), pp. 285-309.

Suggests ways in which we infer the meaning of a picture much in the same way as we read a sentence in a paragraph.

WENDT, PAUL. "The Language of Pictures." in S.I. Hayakawa, The Use and Misuse of Language. New York:Premier Press, 1962, pp. 175-187.

In saying,"The meaning of pictures is not in the picture but what we bring to the picture," the author echoes current empheses in psycholinguistics concerning the reader's contribution to the reading act.

GENERAL READINGS

The references in this section represent the most significant attempts to define visual literacy and delineate its scope as an educational concern.

BARLEY, STEVEN D. "A New Look at the Loom of Visual Literacy." Eastman Kodak Co., Rochester, N.Y. October 9, 1971. ED057585.

Discusses the contributions of many disciplines to thinking on this topic and proposes practices in the school discipline areas.

DEBES, JOHN L. "The Loom of Visual Literacy." Audiovisual Instruction, 14 (Oct. 1969) pp. 25-27.

An overview which lays out a hierarchy of visual literacy skills.

_____. "Some Aspects of the Reading of Visual Languages." Rochester:University of Rochester Center for Visual Literacy, March, 1972. ED079974.

Regards the reading of words as a subset of the wider class of reading visual signs. Discusses general skill development.

DONDIS, DONIS E. A Primer of Visual Literacy. Cambridge, Mass.:MIT Press, 1973.

This book examines basic visual elements and the strategies for dealing with them. Specific chapters deal with syntactic guidelines, visual dynamics and techniques and communication through visual media.

FILLION, BRYANT. "Visual Literacy." Clearing House, 47:5(Jan. 1973) pp.308-11.

General argument for the inclusion of visual literacy programs in the school curriculum. Deals with the interrelation of the visual and verbal communication systems and the process of inference in both of these.

FLYNN, WILLIAM. "Visual Literacy--A Way of Perceiving Whose Time Has Come." Audiovisual Instruction, 17:5 (May 1972) p.5.

A brief discussion of the concept of visual literacy which includes the definition formulated by the First National Conference on Visual Literacy.

FRANSECKY, ROGER B AND DEBES, JOHN L. Visual Literacy: A Way to Learn--A Way to Teach. Washington:Association for Educational Communications and Technology, 1972. ED064884.

An excellent illustrated introductory primer designed to familiarize educators with the concept of visual literacy and classroom practices developed in this area. Contains media tips as well as a description of some active programs. Bibliography.

WILLIAMS, CLARENCE M. AND DEBES, JOHN.(Eds.) Proceedings: First National Conference on Visual Literacy. New York:Pitman Publishing Corp. 1970.

A collection of speeches and writings presented at the first converntion on visual literacy. Contains theoretical and applied articles including step-by-step classroom procedures.

WINKELJOHAN, SISTER ROSEMARY (ed.) The Politics of Reading: Point-Counterpoint. Newark, Del.: International Reading Association, 1973.

Responses to Neil Postman's thesis that reading is becoming obsolete. Discusses visual literacy in the framework. of a general inquiry into the definition of literacy.

RESEARCH AND PROGRAM DEVELOPMENT

Two lines of investigation are discernible in the research on and relevant to visual literacy. The main body of early research attempted to sort out the ways in which the visual and verbal modalities interact. Many studies dealt with visual and verbal encoding, storage and retrieval and the validity of using visual skills as predictors of later reading success. More recent investigations have been field-based experiments and pilot studies of programs intended for remedial and special educational programs. (Where appropriate, studies are grouped around a central theme rather than alphabetized.)

1. Studies of the interrelationship of visual and verbal skills

DUNN, LLOYD. Manual for the Peabody Picture Vocabulary Test. Circle Pines, Minn.: American School Guidance Service, 1965.

Cites the research on the interrelationship between visual and verbal achievement in an attempt to validate this measure of verbal intelligence.

FROSTIG, M. AND MASLOW, P. "Language Training:A Form of Ability Training." Journal of Learning Disabilities, 1(Feb. 1968) pp. 105-116.

Emphasizes the hierarchy of cognitive and linguistic development and the relationship between the comprehension of visual statements and verbal language capacity.

HABER, RALPH. "How We Remember What We See." Scientific American, 227:5 (1970), pp. 104-112.

Discusses the crucial function of the iconic image in reading.

RANDHAWA, B.S. "Intellectual Development and the Ability to Process Visual and Verbal Information." AV Communication Review, 19:30 (Fall, 1971) pp. 298-232.

An experiment dealing with the abilities of children of different ages to deal with visual and verbal input and respond in both modalities.

STRANDBERG, T.E. AND GRIFFITH, J. "A Study of the Effects of Training in Visual Literacy on Verbal Language Behavior." Journal of Communicative Disorders, 2 (1969), pp. 252-63.

An attempt to use linguistic measures of length and structural complexity of spoken language as dependent variables where visual language behavior was the independent variable. Inconclusive results.

TUTTLE, F. The Effect of Training in Visual Composition on Organization in Written Composition in Grade III. (Ds.:Syracuse, 1970) Ann Arbor: University Microfilms, 1972.

This attempt to foster compositional organization through the manipulation and organization of visual statements found the visual manipulation to be as helpful as verbal preparation.

--The following four studies all investigated and reaffirmed the significant correlation between the ability to perceive and decipher a picture and reading achievement.

ASHLOCK, P.V. "Perception of Children in Primary Grades and Its Relation to Reading Performance." Cited in Educational Theraphy in Elementary Schools. Springfield: Charles C. Thomas, 1967.

BARRETT, T.C. "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement." Reading Teacher, 18:(1975) pp. 276-282.

GOINS, J. 'Visual Perceptual Ability and the Early Reading Process. Minn.:Supplementary Ed. Monographs #87, 1968.

TIMKO, HENRY. "The Discrimination of Three Types of Graphic Stimuli." Visible Language, 7(1) pp. 62-65.

--The following four sources represent an ongoing investigation into the connection of the visual image and verbal labeling. Early studies suggested that the visual image was stored as words, emphasizing verbal primacy. More recent work suggests that several kinds of storage may be utilized.

CARMICHAEL, L., HOGAN, H.P. AND WALTER, A.A. "An Experimental Study of the Effect of Language on the Reproduction of Visually Perceived Forms." J. of Experimental Psychology, 31:216 (1937), pp. 1-89.

HANAWALT, N. AND DEMAREST, I.H. "The Effect of Verbal Suggestion in the Recall Period Upon the Reproduction of Visually Perceived Forms." J. of Experimental Psychology, (1939), pp. 159-174.

HERMAN, D.T., LAWLESS, R.H. AND MARSHALL, R.W. "Variables in the Effect of Language on the Reproducation of Visually Perceived Forms." Perceptual and Motor Skills, 7 (1957) Monograph Supplement 2, pp. 171-186.

PRENTICE, W.C.H. "Visual Recognition of Verbally Labelled Figures." American Journal of Psychology. 67 (1954) pp. 315-320.

2. Field-based research, pilot studies and program development

ANDERSON, N.O. AND LAIRD, RODERICK. "Teaching the Deaf Child to Read." Audiovisual Instruction, 17:5 (May 1972) pp. 19-20.

Describes a method of working from the visual to the textual to be used with deaf children.

BARLEY, STEVEN. Behavioral Objectives for Classroom Experiences in Visual Literacy. Rochester: Eastman Kodak Co., 1969, ED057588.

Delineates behavioral objective for visual literacy experiences related to reading comprehension, e.g. identifying author's intent, comparing fact and opinion, detecting bias, and so forth.

BARLEY, STEVEN D. A Visual Literacy Approach to Developmental and Remedial Reading. Rochester: Eastman Kodak Co., 1969, ED057583.

Discusses specific techniques for a different approach to teaching reading involving the subskills of sequencing, summarization and vocabulary extension.

BARLEY, STEVEN D. Why Visual Sequence Comes First. Rochester: Eastman Kodak Co., 1969, ED057584.

Offers a rationale for and program for developing sequencing skills through a visual approach.

BROWN, ROLAND. A Bookless Curriculum. Dayton, Ohio: Pflaum/Standard, 1972.

Discusses a literacy training program for the high-school non-reader. Detailed listing of objectives for a one-year program with appendices of relevant materials.

. Curricular Implications of Visual Literacy: Conference Reports. Albany:New York State Educational Communication Association, 1972.

Contains excerpts and summaries from interviews and papers presented at the Second Annual Visual Literacy Conference. Several papers relevant to reading and reading programs included, e.g. an approach to aid students with good visual memory who cannot translate the visual sound symbols back into their original sounds and visual techniques for the mentally handicapped.

FRANSECKY, ROGER B. AND FERGUSON, ROY. "New Ways of Seeing: The Milford Visual Communication Project." Audiovisual Instruction , 18:4 (April 1973), pp.44-49.

This study discusses a visual communication project designed to develop visual literacy in elementary and secondary schools. The activities of perception of spatial and sequential relationships between image and sound are especially relevant to the topic of "linguistic awareness" as a prerequisite for reading.

FRANSECKY, ROGER B. A Multivariate Study of Visual Literacy Training Strategies for Extending Language Study in Elementary Schools. (Diss. U. of Cincinnati, 1972) Ann Arbor:University Microfilms, 1972, ED078352.

This study attemtped to study the relationship between reading performance and visual/haptic sense in elementary school students. Correlations between the two variables were found.

FRANSECKY, ROGER B. "Visual Literacy and Teaching the Disadvantaged." Audiovisual Instruction, 5(1969) pp. 28-31.

A study attempting to increase reading performance by developing correlated language skills through a visual literacy program. Positive results for the experimental group.

LAPOLT, R. "A New Approach to Visual and Written Sequencing." Audiovisual Instruction , (May 1968), pp. 477-79.

Using visuals to develop sequential skills for written expression with reading as the intermediate step.

LAROQUE, GERALDINE E. "Must Johnny Read?" Speech Delivered at Montclair Reading Conference, Dec. 4, 1971, ED074435.

Discusses the political implications of enforced literacy. The last portion of the address deals with a number of ways to work with poor or non-readers.

ROSS, SAMUEL B. JR. "The Learning Disabled Child as a Creative Individual." Paper presented at Association for Children With Learning Disabilities Conference, Atlantic City, N.J., Feb. 1972, ED060653.

The use of visual literacy programs with the learning disabled at Green Chimneys School found it productive for motivating and filling in some of the gaps between ability and achievement which are the hallmark of the learning disabled child's profile.

ROSS, SAMUEL B. JR. "Visual Literacy--A New Concept?" Audiovisual Instruction, 17:5 (May, 1972), pp. 12-15.

General comments on visual literacy and description of the program at the Green Chimneys Schools, Brewster, N.Y.

VAN HOLT, JAY M. "Visual Literacy:A Valuable Communication Tool." Instructor, 82:1 (Aug-Sept 1972), pp. 130-134.

The author describes the value of visual literacy as a teaching tool and learning techniques which are evolving in various schools throughout the country.

SPECIAL INFORMATION RESOURCES

Outlets for the dissemination of materials and information.

1. Organizations

Association for Educational Communications and Technology
1201 16th St., N.W.
Washington, D.C. 20036

Center for Visual Literacy
Taylor Hall
University of Rochester
Rochester, N.Y. 14627

ERIC/CRIER
200 Pine Hall
Indiana University
Bloomington, Indiana 47401

2. Publications

Audiovisual Instruction

Visible Language

Publications-Eastman Kodak Co., Rochester, N.Y.